Lesson Title: Protest Sign
Teacher: Rebecca Holbrook and Lu Freitas
Grade Level: 2nd / 3rd
Media Focus: mixed media

Standards
VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
c. Observes how visual relationship of objects and ideas (e.g., contrast, proportion, placement) affects appearance and how arrangements may affect meaning and/or significance.

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.
b. Discovers personal relationship to community, culture, and world though making and studying art.

VA3PR.3 Creates artworks based on personal experience and selected themes.
a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
c. Creates art emphasizing one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast).
d. Combines materials in new and inventive ways to make a finished work of art.

VA3AR.2 Uses a variety of approaches to understand and critique works of art. The student—
a. Distinguishes between original artwork and reproductions.
b. Describes his/her artwork revealing subject, story, and intention.
c. Compares and contrasts artworks based on subject, theme, and/or elements and principles of art.
d. Expresses preference for one of two or three artworks and gives reasons why.
e. Discusses how the elements and principles of design contribute to the composition in an artwork.
VA3C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

**Objectives:** The artwork will show that they have an understanding of protest art, how to correctly use the materials needed, slogans, symbolism and how to create a 2D design for the artwork.

**Central Focus and Purpose:** Students will be learning about protest art by creating their own protest sign using mixed media during this lesson. Students will explore effective ways of communicating in a powerful way in order to inspire a response. By studying social issues and different protesting methods, students will create their message in an effort to experience a sense of community improvement. They will use a variety of materials to experiment with elements and principles of design to create symbols in an expressive way.

**Essential Questions:**
What are effective ways to communicate how you feel? How can we use symbols to display ideas?

**Vocabulary/Word Wall:**
Protest, issues, effective, communication, Ghandi, Dr. Martin Luther King, Jr., slogan, symbolism,

**Art Materials:**
Poster board, acrylic paint, paint brushes, water cups, paper towels, colored pencils, poster board, cardboard pieces, butcher paper, oil pastels, markers, scissors, cardboard strips, glue

**Teacher Materials & Resources:**
powerpoint, Teacher made examples, 

**Motivation:** Students will be engaged at the beginning of the lesson by asking students the essential questions. I will ask other questions to gauge what they already know about protest, as well as what problems do they have with
people in their lives and what do they feel are the best ways to address those problems.

**Procedures:**

**Day 1:** The lesson will begin with a short exercise to encourage students to identify with protestors. They will do this by having a class discussion and creating a list of ideas about what issues are present in their lives that they wish they could change for the better. How will you convince people that this change matters?

The students will look at a presentation with imagery from recent protests in our nation’s history, as well as some of the art that was used during protests. Students will then use a questionnaire to guide them in developing and narrowing down ideas for their own protest image. In the questionnaire, students will list 3-5 things in their own life that they wish to change or protest (this will also be used to check for school appropriateness). These topics can be issues they have in school, in their home life, or with their community. Students will also observe the teacher create an example for the various stages of the project.

**Day 2**

Students will determine which issue from their list of topics they’d like to work with. The questionnaire also includes a section for the students to think of symbols or imagery that can be used for their chosen topic (will be checked to make sure it is school appropriate and for a formative assessment). Students will also use the questionnaire to come up with a slogan that is 2-6 words to use in their art. Students will have active brainstorming sessions alone or with a partner while filling up a page in their journals with ideas. The students will then design a composition in their journal that includes their symbols/imagery with their slogan. They will then brainstorm the ideas for materials to use from the list of materials offered.

Students will begin narrowing down their designs and getting started with materials (paper, colored pencils, oil pastels, paint, watercolor, etc.) Students will have the option to create their image on a poster board, cardboard piece for larger work, or butcher paper for groups choosing to make a small mural.

**Day 3**

This should be a workday as students should already be well on their way to creating their own images. PowerPoint will still be up for reference. Materials will be available for students continuing to work on their piece. During this
time, students will also need to add a handle to their protest sign using strips of cardboard using glue.

**Day 4**
Students should add their finishing touches to their artwork on day 5. Class will clean up early and be led to the cafeteria where they will walk around once with their signs. After returning to the classroom, we will engage in a reflection about the mock protest. Students will then answer the last few questions on their questionnaire in response to the mock protest.

**Day 5**
Students will visit Kennesaw State University’s Zuckerman Museum of Art’s Art AIDS America Exhibit to observe how different artists expressed protest through art. The exhibit contains works about the disease AIDS and how the artists felt about the country’s involvement in it. Students will use this opportunity to explore different ways to express a message through art besides protest signs.

**Interdisciplinary Connections:** With this lesson, connections can be made to social studies. When introducing to students the concept of protest, imagery of famous protests from the United States and around the world will be shown and briefly discussed.

**Differentiation:** Students will differentiate their own work by making creative choices within the parameters of the lesson. They will make these choices when they choose the issue they want to protest and when composing their designs and choosing symbols for their protest signs. Students will also choose whether to make a small mural, picket sign, or poster.

**Enrichment:** For students that finish early, they will have the option to make a smaller 4x6 second sign about one of the other ideas they thought of when filling out the questionnaire.

**Reteaching:** To reteach, I will give an example of the project in order to give students something they can reference if needed and model their project on. At the end of the project, I will also review with the class orally the vocabulary that was used throughout the lesson.
**Accommodations:** For accommodations, I will have the instructions I presented to the students written in large print on the board or projected onto a screen. Instructions will also be said out loud. As the example is being done during class, students will be allowed to watch.

**Evaluation/Assessment:** Students will be given a rubric detailing the minimum requirements of the project. This will include participation, comprehensive final piece, and craftsmanship (caring for our art).

**Diagnostic:** Students will have both a formative and summative assessment.

**Formative:** The idea-forming questionnaire will be collected for a formative assessment of understanding on day 1 and will be returned to students later for their reference. Formative assessments will also be conducted on day 3 to see how far along each student/group is getting. Each of the students will have a checklist of project requirements (to check for progress) to be turned in. By doing this I can adjust the pace of the project if needed or re-explain any parts of the project. Journal entries and the progress of the questionnaire will also be reviewed to check for progress and understanding.

**Summative:** Final evaluation of the artwork will be based on rubric handed out on day 1.

**Closure:** This will be satisfied through class discussion after the mock protest. Students will reflect on their experience through the cafeteria (or wherever protest is staged). Students will also review vocabulary used in the lesson during this time

**Reflection:** If we were to do this project differently, we would take more time to go over the power of symbols and slogans or include an extra workday.
Name: ______________________________ Date ______________

1. List examples of different forms of protest:
   •
   •
   •

2. List three things you feel passionately about or wish you could change in your school, home, or community:
   •
   •
   •

3. Why do you wish to change these?

4. What is the importance of symbols in protest art? Does there always need words to get a message across?
5. What symbols are associated with your protest topics? Come up with at least 3.
6. Practice drawing them in your journals! (To be checked for formative assessment)

7. Think of examples of slogans to be used in your art. 2-6 words.

Questions for after the mock protest.

8. How did it feel to have everyone looking at you with your sign?

9. Do you think most students agreed with you? How would you feel if they disagreed? Is that ok?
Formative assessment

Student checklist

Use the empty boxes to check off the requirements as you go.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has written 3-5 different topics that they want to protest. (can be about home life, school, or community)</td>
<td></td>
</tr>
<tr>
<td>For each topic, student has designed 2 or 3 symbols.</td>
<td></td>
</tr>
<tr>
<td>Student has narrowed down his or her topics to one topic.</td>
<td></td>
</tr>
<tr>
<td>Student has created a slogan that has 2-6 words in it.</td>
<td></td>
</tr>
<tr>
<td>Student has sketched in his or her journal a design that has both the slogans and symbols in it.</td>
<td></td>
</tr>
<tr>
<td>Student has transferred his or her design onto their selected paper choice.</td>
<td></td>
</tr>
</tbody>
</table>
Student has colored in design with oil pastels, markers, or watercolor paint.

Students have glued a strip of cardboard to the bottom of the sign.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has written 3-5 different topics that they want to protest. (can be about home life, school, or community)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>For each topic, student has designed 2 or 3 symbols.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has narrowed down his or her topics to one topic.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has created a slogan that has 2-6 words in it.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has sketched in his or her journal a design a protest sign that has both the slogans and symbols in it.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has transferred his or her design onto a 12x12 piece of poster board.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has colored in design with oil pastels, markers, or watercolor paint.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has glued a strip of cardboard to the bottom of the sign.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student has showed understanding of the vocabulary.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student showed an understanding of protest art by completing the project.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student handled materials with care.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student handled himself/herself approximately during mock protest.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student turned in questionnaire.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Totatl:65</td>
<td>Total:</td>
<td></td>
</tr>
</tbody>
</table>
What is a protest?

pro·test
Noun
1.
a statement or action expressing disapproval of or objection to something.

Can you think of any famous protests or protestors?
Deborah Kass
Born San Antonio, Texas, 1952
Still Here, 2007
Oil and acrylic on canvas
45 x 63 inches
Private collection
How many different ways can we protest?
• Boycott → stop buying!

• Sit-ins → don’t move!

• Picketing → make a sign

• Strike → don’t do it!
We don’t always need words to make an image powerful.

Sometimes, we just need symbolism!
Symbolism → a picture that represents something else
But if you do use words, it’s called a slogan

slogan
noun
a short and striking or memorable phrase used in advertising
Examples of Artwork